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ABSTRACT

This teaching unit is composed of six parts: (1) content outline, (2) unit goals, (3) objectives, (4) activities, (5) evaluation plan, and (6) bibliography. The content of the unit centers on the lives of George Washington and Abraham Lincoln. Specifically it investigates what made these men exceptional heroes, and it differentiates between facts and legends. It reviews the early lives of both men, their early careers and presidencies. Unit goals address the content, and in addition, focus on building a historical time sequence, helping students appreciate the work of great people without feeling the need to believe tall tales, and develop an enjoyment in learning about the past. Specific behavioral objectives are keyed to unit goals and activities, which include nodifying the room environment for the study, a pretest of presidential knowledge, developing a definition of history, building personal time lines, making myths, developing the concept of President, viewing films and reading books on the lives of George Washington and Abraham Lincoln, mapping, and performing a small play. The unit evaluation closely parallels the activities and is based on a point system. A 21-item annotated bibliography of teacher and student resources is appended. (JDH)

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FAMOUS PRESIDENTS UNIT

THIRD GRADE

Isabel Nowlin

April 29, 1986

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Outline
Famous Presidents Unit

I. Why celebrate Washington's and Lincoln's Birthdays?

A. What makes them exceptional?

B. What makes them heroes?

II. History Concepts.

A. Time.

B. Place.

C. Facts as opposed to legends.

III. Biographical background on Washington.

A. Childhood.

B. Early years.

C. War years.

D. Presidency.

IV. Biographical background on Lincoln.

A. Boyhood.

1. Kentucky.

2. Indiana.

3. Illinois.

B. Early Career.

C. Presidency.

1. Worked to preserve the Union.

2. Eventually agreed to free slaves in rebellious states.

Unit Goals

Knowledge Goals:

K-1. Students will be familiar with the main events and major acheivments in Washington's life.

K-2. Students will be familiar with the main events and major acheivments in Lincoln's life.

K-3. Students will know what accomplishments these men have acheived that we commemorate their birthdays.

K-4. Students will know that history is a chronilogical study of significant events and people in the past, and that it is a biased record.

K-5. Students will know what the difference is between an myth or legend and a fact.

K-6. Students will know the regions where each man was born and lived.

Skill Goals:

S-1. To be able to organize historical information in a time sequence.

Affective Goals:

A-1. Students will enjoy learning about the past and be left with the desire to know more.

A-2. Students can appreciate the work of great people without seeing the need to believe tall tales about them.

OBJECTIVES

Knowledge:

a. The learner will be able to state in his own words that history is a biased record of significant events in a persons life. K- 4

b. During a discussion of a biography, the learner will identify which events are myth and which are fact. K- 5

c. The learner will write a two or three sentence myth about himself, and state two or three facts about himself. K- 5

d. The learner will be able to trace a map and mark each important location in Washington's and Lincoln's lives when given a master copy. K- 6

e. On a map of the U.S. the learner will color pink those states associated with Washington and yellow those states associated with Lincoln. K- 6

f. After a discussion of our government the learner will be able to state that the presidencey is only one of three parts in our government K-1 K-2

g. Given a list of events from the lives of Washington and Lincoln, the learner will choose which events belong to which man's history. K-1 K-2

h. After seeing a film about A.L. or G.W., the learner will be able to answer questions with 75% accuracy. K-1 K-2

i. After reviewing a filmstrip about G.W. the learner will draw and label an event or dtail from Washington's life. K-1 A-1

j. The learner will participate in a play which will aid him in understanding the character of Washington. K-1 K-3 A-1

k. The learner will be able to identify the correct time frame of G.W.'s or A.L.'s life as the 1700's or the 1800's. K-1 S-1

l. The learner will be able to arrange events in G.W.'s and A.L.'s lives in chronological order when furnished with dates. S-1

m. The learner will be able to place a single event in its correct position on a large class time line. S-1

n. The student will gain curiosity about the unit by tasting, feeling, and seeing things pertaining to G.W and A.L. A-1

o. The student will participate in history activities. A-1

p. The student will be able to write what it is that makes Washington or Lincoln a hero in his mind. K-1 K-2 K-3

INITIATING ACTIVITIES:

Setting The Stage:

Set the stage for the Famous Presidents unit by changing the appearance of the room. The most impact can be acheived by making certain to surprise the students. When the students come in they might see any of the following:

1. Bulletin boards changed to red, white, and blue backgrounds and ready to receive their new work. The title of the new unit should be displayed here also.
2. Yarn or rope time lines should be hung on the wall ready for the students to add information. Make sure these are at eye level. The time lines can be equipped with colored clothespins and decorated with cut-outs of cherries, top hats, hatchets, etc.
3. Hang any visuals you have obtained for this unit.
4. The teacher could be attired in a costume or partial costume of Washington, Lincoln, or either of their wives. A high school drama department might be able to assist inthis .
5. Make a cherrie treat or buy authentic maple sugar candies such as those Lincoln might have eaten.
6. To involve the sense of touch, bring in toys(Lincoln Logs) or artifacts pertaining to the unit.

Preparing the room in this manner should arouse a sense of curiosity about the unit. Give an appropriate time for the students to take in and explore their new environment.

Famous Presidents Folder:

Purchase enough inexpensive folders for the entire class or have the students make their own. They will need the type with a pocket in the front and back. If the students are making their own be sure to use sturdy paper rather than construction paper(unless the folder will be laminated). The front of the folders may be decorated with silhouettes, or withcut outs of cherries, stove pipe hats, woodsmen axe, etc. Finally, the will need to title their folders Famous Presidents, and put their name on the front for ease in handing out.

Inform the students that these will be used to keep their important papers about Washington and Lincoln.

Fact Sheets:

It has been suggested by Ahern and Lucas in their book Ideas: A Handbook For Elementary Social Studies, that there are times when a fact sheet sheet is useful for instruction. The purpose of the sheet is to eliminate the need for research. Activities that would normally discourage

a student because of the need for research, can be readily accomplished. It increases the number of activities you are able to do with younger students. Make a fact sheet available on both Lincoln and Washington. Fact sheets can be copied from children's encyclopedias, some biographies, or other sources. One on Abe Lincoln is made available in the teacher planning package from the Lincoln Boyhood National Memorial (see bibliog.). The fact sheets should go into the students folder.

Preassessment- Pre-test:

(f. g. K.)

Discuss with the students that every February we celebrate the birthdays of George Washington and Abe Lincoln, yet some of them do not know much about these men. Have they ever wondered what these men have done to make them special? In their opinion, do they think they know a little or a lot about these men? Let's take a short test to see.

Circle The Correct Answer:

1. George Washington lived in the 1700's or the 1800's?
   1700's or 1800's
2. Which man once lived in Indiana?
   George Washington or Abraham Lincoln
3. In which war did George Washington serve as a general?
   The Civil War or The Revolutionary War
4. Which man was born in a log cabin?
   Abraham Lincoln or George Washington
5. Before Abe Lincoln was President he was a.....
   schoolteacher or carpenter or lawyer ?
6. A man was born in the year 1732, and another man was born in 1809. Which man was born first? 1732 or 1809
7. G. Washington was the _____ president of the United States.
   first or tenth
8. Did Abraham Lincoln live in the 1700's or the 1800's?
   1700's or 1800's
9. Who died because of a gunshot wound to the head?
   Abraham Lincoln or George Washington
10. Who is said to have freed the slaves during the Civil War?
    Lincoln or Washington

Fill IN The Blanks: (Spelling does not count)

11. Abraham Lincoln is famous for being a good _____ of the United States.

12. People say that Washington cut down a _____ _____.

13. Who is our president right now? _____ _____.

14. Washington is called The _____ of Our Country.

15. Abraham Lincoln is known as _____ Abe.

True Or False: Circle One

16. The story about George Washington cutting down a cherry tree is true. true false

17. Washington was born in the state of Indiana. true false

18. Lincoln was born in the state of Kentucky. true false

19. The president of the United States may do whatever he likes. No one may give him orders. true false

20. Lincoln and his family were Pioneers. true false

Once the students have completed the pre-test go over the answers as a class while it is fresh on their minds. Use this discussion to arouse interest in the subject. Inform the students that they will take another test at the end of the unit so that they can see how much they have learned. Collect and save these tests so they can be viewed by the student at the close of the unit.

Initiating Activities Con't.
Personal Time Line:

(l. m.) Mention again that in February we celebrate the birthdays of Washington and Lincoln and in this unit we want to find out why. To do this we must study History. Write the word History on the blackboard, and then point out to the students that it contains the word "story" in it. This is what history is, the story of people or nations. But these stories should be arranged in order for them to make sense. The teacher might discuss chronological order here.

Now provide each student with a long strip of paper on which they will write the events of their lives. They are to mark and label the major events of their lives, in chronological order. To get them started furnish them with their birthdates and the date they started school. Tell them that time lines usually have dates, but they don't need them on theirs as long as they have events in order. This should be done in pencil for erasures, but may be embellished with crayons or markers. The class may want to draw symbols near some events such as birthday cakes, a schoolhouse, or a moving van. The larger the paper the more room for creativity here.

Once students have completed the lines discuss that each child has actually written his own history. He has chosen certain things as important and left out the ones he thought to be unimportant. So history is the story of people, written in the order things happened, and written according to what was thought to be important. This applies to the movies and books we will be using during the unit. People remember and write about what they feel is important, not every detail or every fact.

Myth Making Fun:

(c.) After doing the time line activity introduce the concept of myth versus fact. First remind the students that history has the word story in it. Some stories are true, and some are not. Discuss these ideas emphasizing that myths about national heroes are not unusual. People tell stories to make their heroes look more heroic. This can be illustrated with Homer's Illiad and Odyssey, and M.L. Weems treatment of Washington. Malcolm L. Weems is generally accepted as responsible for the cherry tree and other legends in his 1806 edition, The Life of George Washington, With Curious Anecdotes.

Once satisfied with the class' understanding of this concept, have some fun with myth making. On a sheet of paper have each student list three facts about himself and create at least one myth. When done each student can read his to the class to see who has the funniest myth. If they cannot create a myth on their own, they could be grouped into threes or fours to do so. Another idea is to have them create myths about famous people such as Mr. T.

DEVELOPMENTAL ACTIVITIES

The Concept of a President:

(f.) Before making much headway into the unit it must be established that the class has a workable concept of a president. In the third grade text Communities, Harcourt, Brace, and Jovanovich, has a brief description of our government on pages 152-154. This could be read together and discussed. While keeping the concepts at the third grade level, but it is important to point out the three branches of government. Many children beleive that a president functions by himself and answers to no one. This idea should be dispelled.

Before closing be certain to ask the students if anyone knows who our current president is. Write this person's name on the blackboard. Finally, a simple drawing illustrating the three branches of government can be drawn on a large sheet of paper, and remain on display in the classroom.

Film on The Life of George Washington:

(h.) Encourage students to pay attention by asking them to look for certain points in the film, such as all the different jobs George Washington had during his lifetime. Also inform them that they will be required to answer some questions about the film when it is over.

Chose a film about Washington that is the appropriate level and that gives biographical information. Two which are available through the 1985 Catalog of Films and Video, Indiana University Audio Visual Center, are Boyhood of George Washington and America's Heroes: George Washington. Both are designed for primary level. The second film is done through the eyes a young boy and explores the reasons why we remember Washington's Birthday.

Once you have finished the film, provide a worksheet with ten to twelve questions from the film which students can answer. These should reinforce the main events of Washington's life, and should give practice to help retain this information. Go over the answers together making sure the students have the correct information. Have the class keep these worksheets in their folders.

Biography and Time LIne Activity, Washington:

(l. m.) Read a biography of George Washington to the class. There are several that deal with the concept of fact versus myth. Choose one of these such as Clyde Bulla's Washington's Birthday. This book is 32 pages long and contains many colored pictures. After the story has been read aloud, ask students to name those events thy thought to be fact and those thought to be myth.

Next begin the class time line of Washington. Yarn, ribbon or rope

need to be hung along a wall or across a corner. It must be hung at students level and should be equipped with colored clothespins. Have the class suggest main points from the book, write them in a few words on 5x7 cards, and place them on the time line. The class should do this themselves with the teacher only assisting. The fact sheets from folders can help the children with spelling. The benefit of the clothespins is that a student checker can later put any items which are out of order in their proper place.

Other biographies of Washington and Lincoln can be read to the class during usual story times. At these times the students will discover other items the want to add to the time line. A book that should not be overlooked at these times is Phoebe and the General, by Judith Griffin. It has special appeal because it is a true story, and because it is about a free black girl who serves as a spy during the American Revolution.

Filmstrip; Washington

(i) To again reinforce knowledge of the events in Washington's life, show the filmstrip Birthday at Mt. Vernon. The filmstrip is from the series "A Holiday Festival", Walt Disney Educational Media Co., and might be found at the local library. Once finished with the strip, have the children draw a picture of the part of the film they most enjoyed. They should label the event taking place in their picture, and the fact sheet can assist them in the spelling. These pictures could be sent home, displayed, or put together in chronological order and displayed. After being shown to the class the film, projector, and cassette should be left at a convenient spot or at the learning center, for students to view on their own.

Map Activity For Washington:

(d.) This activity can be developed for a learning center by making several masters, or for seat work be using a master for each student. Make master maps of at least the eastern United States(maps of the entire U.S. would give the child better perspective). Make sure that the master will be large enough for them to label. Label those states in which Washington spent most of his life, including Virginia, W. Virginia, Pennsylvania, and New York. Also label the state in which the students live. Leave off the names of other states. The state lines can be contemporary not colonial since this is what the child relates to. Next mark and label(possibly out in the margin) the important places in Washington's life: Mt. Vernon, New York City, Pittsburgh, Philadelphia, and Ferry Farm (mark a point close to Fredricksburg, Virginia on the Rappahannock R.). The students should trace their own copy of this map, fill in the names of the states, and label the important places just as you have done. It is important that they only copy the state lines necessary, or the task will become too tedious. A copy of teacher's master should have the answers whited out, be thermofaxed, and put on the overhead for a review game. When the teacher points to a spot a member of a team must identify that spot. The team with the most correct answers wins. Allow the class to use their own maps at first and try it later without.

Film: Abe LIncoln

(h.) To begin the study of Lincoln show the film America's Heroes: Abe Lincoln, from the 1985 Catalog of Films and Videc, Indiana U. The film is 11 minutes long and designed for the primary level.

As done with the Washington film, set the class by asking them to look for certain points such as, what happened to Abe's mother. Also inform them that they will be responsible to answer questions afterward. After the film, distribute worksheets with ten or twelve questions about Lincoln. These should emphasize the main ideas or events from the film that you want the student to remember. These questions should be done as a class to ensure that all students have the correct answers. They should put the worksheets in their folders, and can use them later to study for the test at the close of the unit.

Biography: Abe Lincoln:

(l. m.) Choose a good biography to read aloud to the class. Choose one that is at the third grade level, is accurate, and has appealing illustrations. The Value of Respect by Ann D. Johnson is a good choice. It gives a real feel for and a good visual representation of pioneer life. As with Washington, when you are done reading the biography begin working on Lincoln's time line. While working discuss the major acheivements of Lincoln's life, and that this is why we remember him. Also point out that it is unusual for a child from such a poor family to grow up to become a president.

Coloring Books:

Thereare two coloring books available for $1.50 each through the bookstore of the Lincoln Home National Historic Site, Sringfield, Illinois. The books are Lincoln's New Salem, dealing with life in this pioneer town, and The Trail of Young Lincoln, describing the boyhood of young Lincoln. Both books are by Charlotte Morgan with pictures by Joan Peck. Even though they are coloring books they have been well researched and written, and could be read to the class as biographies. Later they could be left at the learning center for students to reread. When a child finishes reading he can color the picture of his choice and write his name on that page. The teacher could make a copy for lower level readers and leave that in the center also. Simply cover the text on the original book and copy each page this way. Then write in your own simplified text, and staple together with a cover.

Map Activity for Lincoln:

(o.) As in the map activity for Washington, the student will trace a master map, label all the states and important locations associated with Lincoln, and label his own state. Include labels for the state of Kentucky, Indiana, Illinois, and Pennsylvania. The master needs to include labels for the following places: Hodgenville, Ky; Lincoln City, IN; New Salem, IL; Springfield IL; Washington D.C.; and Gettysburg, PA. Other than this the activity is just like the one done previously.

Map Activity no. 3, Washington And Lincoln:

(e.) The purpose of this activity is that the learner understand the general areas in which these two men lived and worked. As before this activity can be developed for a learning center with only a few master copies, or for the seat work by making a master for each student. Make a master map of the United States and label those states important to Washington and Lincoln. Include for Washington the states of Virginia, W.Virginia, Pennsylvania, and New York. For Lincoln include Kentucky, Indiana, and Illinois. Also label the Ohio and Potomac Rivers, and the students' home state. The states for Washington need to be colored pink and those for Lincoln yellow.

When going to the learning center to do map work the learner will get an instruction sheet and a master. He is responsible for tracing the outline of the U. S., tracing those state lines of the colored states, the two rivers, and his home state. The child will then label the states, label the rivers, and color the states appropriately. When finished this work can also go into the folder.

Filmstrips, Lincoln and Washington:

(g.) To review the information about both men, show the two filmstrips Lincoln and Washington: Why We Celebrate Their Birthdays. These come with a cassette and might be found in the public library. These films cover the lives of Lincoln and Washington.

Once these have been viewed distribute a worksheet on which you have listed 20 items. Ten items should be from Lincoln's life and ten from Washington's. By each phrase or sentence their should be a blank in which the student must put G.W. or A.L. The papers need to be done individually and graded. For extra points(4), a student can make two columns on his paper headed G.W. or A.L., and list under these headings the events in order of their occurrence. The student would get 2 points for each column if no more than 2 items are out of place in a column.

CLOSING ACTIVITIES

Play: A Birthday For General Washington, by Johanna Johnston

(j. o. An interesting closing activity would be to have the students perform a play. This could be done for parents and other classes. Johnston's play is well done and deals with the of the winter at Valley Forge. Washington is terribly worried about his men and is attempting to get help from Congress. He is in no mood to celebrate his birthday, until he is encouraged by two children who bring food to his men. Next, a group of his men come to headquarters to wish him happy birthday, and to say that they will stay with him no matter what. The book has very good illustrations and shows the students what it was like at Valley Forge. It also brings out the characteristics of Washington's personallity for which we remember him.

The class has 14 speaking roles, but other duties can be devised to give every person a job to accomplish. One person could do background research and report to the class the details of the winter at Valley Forge. Several could be in charge of props and sets(simple wall murals would do, but are not necessary). Some could help with simple costumes, such as m making hats to designate the various characters. One child might be a p prompter and assist in directing, and lastly one might do the programs and invitations.

If care was made to involve each student and let the students do the work, this activity could be evaluated. Points would be given for participation and fulfilling duties, rather than for talent.

Hero Activity:

(p.) The students now have much information about Lincoln and Washington. At this point ask them to do an exercise that requires evaluative thinking. Each member of the class should use his fact sheets to review the histories of Lincoln and Washington. Then they need to consider what they feel makes these men heroes. Have the students write a separate paragraph about each man explaining their conclusions. Do they consider Lincoln or Washington to be heroes? Why? This project can be assigned for homework. The fact sheets can be taken home to help the child with spelling and ideas for his paragraph.

Field Trip:

(o.) In order to make history real to third graders, and to help them retain information, it is important for them to see the actual places where history was made. A field trip serves this purpose. It also affords an opportunity to see artifacts and displays about life in the past that could not be brought into the classroom.

There are several sites related to Abe Lincoln and George Washington that would serve this purpose well. By choosing one near the school it may make history even more real to the student; he will think of Washington or Lincoln as once having lived where he now lives. A site in southwest Indiana is the Lincoln Boyhood National Memorial. The Memorial, which is open year round, offers a film describing the boyhood of Lincoln and a museum. From mid-April through mid-October the Lincoln Living Historical farm is open. This farm is not the actual farm on which Thomas Lincoln's family resided, but is an operating reproduction and is close to the actual site. It offers an opportunity for the child to see costumed "pioneers" carry out family living and farming activities.

Before visiting the Memorial send for the "Teacher Planning Package" made available for free. The package contains suggestions to ensure a successful field trip. They include ideas for set, development, and closure of the trip. It also suggests that the teacher inform the park service guide of his behavioral objectives ahead of time, so that these can be addressed. Also in the package is a detailed description of the park, and a notebook containing much information about Lincoln and his family. None of this information, however is written at the third grade level.

If it is not possible to visit a site having to do with Washington or Lincoln, history could be made real by other means. Visit a local county museum which contains displays or artifacts from the colonial or pioneer period. Visit a living museum such as Conner Prairie Village, Noblesville, Indiana. This village reflects pioneer life in the 1830's. If a field trip is impossible, use realea or artifacts to bring the desired period into your classroom. Lastly, check your community to see if there is a speaker or group that can offer an experience to your class.

The crucial part of any field trip is that the teacher has given thought to set, development, and closure, as in any lesson. To set the class going to Lincoln's Boyhood Memorial, tell them what they are going to see there. Help them put it into a time frame by reviewing the time line. The development is the trip. For closure, a review game such as question and answer relays would help to retain information.

Test:

The last form of evaluation would be the post-test. The pre-test had been collected as soon as the class had gone over it. These should have been saved by the teacher so the student can see his progress at the end of the unit, but should not have been shown to the class since taking the test. This way the same test can be administerd again. The test will count 30 points with each question worth 1½ points.

objectives; f., g., k.

EVALUATION

Notebook Items:

Personal Time Line.....	5pts.	
Personal Myth-making.....	5pts.	
Washington Film Worksheet	10pts.	
Picture, Washington filmstrip	5pts.	
Washington Map Exercise	5pts.	
Lincoln Film Worksheet	10pts.	
Lincoln Map Activity	5pts.	
Map Activity no. 3, A.L. & G.W. .....10pts.		
20 Item Identification Worksheet	10pts.	(4 bonus)
Hero Paragraphs, Washington	5pts.	
Lincoln	5pts.	
Notebook Neatness	5pts.	
Notebook Complete	5pts.	
Other Items:		
Post-Test	30pts.	
PLay	10pts.	

120points possible

Grading Scale:

108 - 120pts	A (90%)
96 - 107pts	B (80%)
84 - 95pts	C (70%)
72 - 83pts	D (60%)
71 & below	F (below 60%)

BIBLIOGRAPHY

Ahern, John F., and Nancy D. Lucas. Ideas: A Handbook for Elementary Social Studies. New York, Harper and Row, 1975.

This book contains various ideas for enriching social studies with activities and ideas for units.

Cunliffe, Marcus. George Washington. Boston, Little, Brown and Company, 1958.

This book gives a detailed history of Washington's life.

Current, Richard N. The Lincoln Nobody Knows. New York, McGraw-Hill Book Company, 1958.

This book is a history of Lincoln's life from a moderate perspective. The author dispells myths about Lincoln.

Donald, David. Lincoln Reconsidered. New York, Vintage Books, 1956.

This book defends Lincoln's political abilities and gives good explanations of nineteenth century politics.

Indiana University Audio-Visual Center, Catalog of Films. Bloomington 1985.

This catalogue contains films on all subject areas.

National Park Service. Planning Package. Lincoln National Memorial, Lincoln City, Indiana 47552

This packet gives a detailed description of the park and much information about Lincoln.

Quarles, Benjamin. Lincoln and the Negro. New York, Oxford University Press, 1962

This book is an objective account of Lincoln's policy and treatment of the slavery issue.

Warren, Louis A. Lincoln's Youth: Indiana Years 1816-1830. Indianapolis, Indiana Historical Society, 1959.

Warren gives a very detailed description of Lincoln's life in Indiana showing everyday pioneer life.

Washington National Insurance Company. George Washington: The Life and The Life the Legend. Evanston, Illinois, 1976

This is a unit containing activities for grades 5 through 9.

JUVENILE LITERATURE:

Anderson, LaVere. Mary Todd Lincoln. Champaign, IL, Garrard Publishing, 1975.

A biography of Mary Todd Lincoln. 80 pages, Approximately 4th or 5th grade level.

Bulla, Clyde Robert. Washington's Birthday. New York, Thomas Y. Crowell Company, 1967.

A succinct biography discussing myths and facts, 32 pages good illustrations.

Blair, Anne Denton. Hurrah for Authur, Washington, D.C., Seven Locks Press, 1982.

Historical fiction, contemporary story of a mouse visiting Mt. Vernon on Washington's birthday, 52 pages.

Chicago Society for Visual Education, 1971. Lincoln and Washington: Why We Celebrate Their Birthdays.

Two film strips and one cassette. Biographie of Lincoln and Washington.

D'Aulaire, Ingri and Edgar Parin. Abraham Lincoln. Garden City, New York, Doubleday and Company, 1957.

Contains beautiful artwork illustrating pioneer life, but text is wordy and sentimental.

Griffin, Judith Berry, Phoebe and the General. New York, Coward, McCann, and Geoghegan, Inc., 1977.

An excellent book. Nonfiction account of a free black girl serving as a spy during the Revolutionary War. 46 pages.

Johnson, Johanna. A Birthday for General Washington. Chicago, Children's Press, 1976.

A play depicting the winter at Valley Forge. Shows the student why Washington is so respected.

Judson, Clara Ingram. George Washington. Chicago, Follett Publishing Co. 1961.

Written at the third grade level, this biographer clearly explains why we honor George Washington as the Father of our Country. 30 pages.

Lee, Susan and John. George Washington. Chicago, Childrens Press, 1974.

A good biography for teaching history, this one explains the difference between true stories and "tall tales." 47 pages

Mt. Vernon Ladies Association of the Union. Bookstore Catalog. Mt. Vernon, George Washington Memorial Pkwy. Mt. Vernon, Virginia, 22121

Wahl, Jan. Abe Lincoln's Beard. New York, Delacorte Press, 1971.

A picture book styled after an antique photo album. It hits only the high points of Lincoln's story. Interesting.

Walt Disney Educational Media Co., Birthday At Mt. Vernon.

One filmstrip and one cassette. From the series "A Holiday Festival."